

Innovation Laboratories in the Development of Competences
of Special Pedagogy Teachers and People with Special Educational Needs

project number: 2014-1-PL01-KA202-003428

SCENARIO

Basic information	
Institution	The Maria Grzegorzewska University, Warsaw, Poland
Date	04.2017
Target group	<p>Students of the Early childhood education and correctional pedagogy in the field of Pedagogy.</p> <p>Subject: Methodology of Environmental Education</p> <p>Early childhood school and correctional pedagogy students acquire competences to work as a primary school teacher in inclusive schools. They are prepared to work with children who need individual help in correcting and compensating the disorders and learning difficulties. Working with children with specific learning difficulties requires a wide range of skills: formulating an individual and multidisciplinary pedagogical diagnosis, planning and designing compensatory and corrective actions in accordance with the needs of a child, developing a child's independence, self-confidence, the need to succeed and achieve goals. It is important to provide children with such conditions and educational situations in which they can shape their skills.</p>
Number of participants	21 (2 groups of 10 and 11)
How is the target group related to the people with special educational needs / with disabilities?	The target group will work with children who need individual help in correcting and compensating disorders and learning disabilities. Learning problems condemn children to school failure and thus the difficulties in an adult life. Restoring children's balance in this area is the basis for their further development.
Short justification why such a group will use the scenario and what benefits we expect to achieve by using i-Lab.	The session is focused on designing of pre-school and school grounds as an outdoor learning environment. The group will use a scenario to acquire knowledge and skills in the designing of pre-school and school areas that will provide opportunities for children to learn, explore, risk, develop of self-reliance and values as well as to work on the individual and special educational needs of children. The session will also affect students' ability to use nature in designing corrective and compensatory actions in working with children.

A brief presentation of i-Lab

<p>What is i-Lab?</p>	<p>The i-Lab is a method that reflects the synergy of the several components such as a special design of an environment, activities stimulating creativity, appropriate equipment, or the access to the computers with Virtual Brainstorming (VBS) software.</p> <p>The i-Lab takes into account:</p> <ul style="list-style-type: none"> - inspiring learning environment - this is a unique place where a group of people can meet together to explore and develop their thinking. It is characterized by an unusual design of the room and the presence of the multimedia; - technology - the laboratory is equipped with the appropriate computer software called Virtual Brainstorm (VBS); - moderating techniques - social techniques to stimulate the creativity, motivation, and group dynamics. <p>The combination of these three components encourages people to: work effectively, discover and develop thinking skills, participation in the collaborative activities, which can speed up the process of thinking and creating.</p>
<p>Description and characteristics of i-Lab</p>	<p>The Innovation Lab is a place where two zones are separated: the relaxation zone and the work zone. Both parts are closely linked with an easy access from one to the other. Unusual equipment in the room plays a vital role in the relation and work zone, providing stimulation and comfort for the i-Lab users. In the zone of the relaxation one can conduct a part of the workshop, dedicated to the development of creative thinking. The work zone provides possibilities for computer brainstorming. Both colors and design create a special aura and are aimed at stimulating creativity. The whole room is designed on the basis of a metaphor for further support of the thinking process.</p>
<p>What is VBS software and why is it important?</p>	<p>The Virtual Brainstorming (VBS) software is an example of the adaptation of the brainstorming method directed to the development of a group creative thinking to an internet application. It is an integral part of the Innovation Laboratory which technically supports the brainstorming process (collection of ideas, evaluation, summary report). The brainstorming put in the IT system provides the opportunity to organize the learning process more effectively which manifests in a more effective acquisition and idea management. This eliminates the difficulty of the traditional brainstorming. The software is accessible to visually impaired people.</p>

The scenario

Number of the scenario	PL-012
Title of the scenario	Pre-school and school areas as a supportive environment for children with specific learning disabilities
Area of the scenario	Early childhood education and correctional pedagogy with environmental education
Description of the scenario	The scenario addresses the issue of using pre-school and school areas as an outdoor learning environment and adapting them to actions aimed at correcting, compensating and supporting children in their further development with nature as a tool. It refers to a space and place design that would provide a child's holistic development (cognitive, emotional, social, spiritual, etc.) with value, shaping his or her autonomy, taking initiative and risk, or developing self-awareness or reflection.

Didactic process

Goals	<p>The purpose of the session is to:</p> <ol style="list-style-type: none"> 1. develop creativity and creative problem-solving; 2. develop conscious initiative and commitment; 3. integrate a group; 4. acquire knowledge, skills and competences to create and design pre-school and school areas as a learning environment with nature as a tool in order to design corrective and compensatory activities for children.
A short description of the didactic process	<p>Introduction</p> <ol style="list-style-type: none"> 1. Presentation of the i-Lab concept and its basic assumptions. 2. Presentation of the objectives of the actions undertaken. 3. Implementation of the ice-breakers to deepen group cognition and to stimulate creative thinking. 4. Introduction to the problem of the session – presentation of an outdoor education, its history, development, research on outdoor education as a tool of development; reference to values, experience based learning, presenting a film on Scandinavian

	<p>outdoor kindergartens.</p> <p>Main part</p> <ol style="list-style-type: none"> 1. The brainstorm is conducted by the use of the Virtual Brainstorming software. Students reflect on possibilities of pre-school and school areas as an outdoor learning environment and adapting them to actions aimed at correcting, compensating and supporting children in their further development with nature as a tool. 2. Presentation of the results and discussion on the top-rated ideas 3. Analysis of selected solutions in groups. Students share in 2-3 groups and do an analysis which concerns the ideas chosen by the group taking into account the needs and capabilities of children with learning difficulties. 4. Work in groups – designing an outdoor learning environment as a tool of individual help in correcting and compensating the disorders and learning difficulties <p>End</p> <ol style="list-style-type: none"> 1. Choice of the most interesting ideas. 2. Summary of the session.
The methods	Activation methods, presentation, film, discussion, ice-breakers, brainstorm, active reviewing methods
Functions of the didactic methods	<ol style="list-style-type: none"> 1. To awaken the involvement of the students. 2. To develop imagination and ingenuity of students. 3. To encourage students to take a risk and challenges.

Methods and material used during the implementation of the scenario:

Icebreakers (title, short description, link)	<p>A chain</p> <p>Each participant completes his name with an adjective beginning with the same letter as his name (e.g. Boring Bob) and presents some information about himself. Then, a person who has something in common with the previous speaker's information presents himself. The next participants must recall the names of the people who have already presented themselves (e.g. I have something in common with Boring Bob). This exercise allows participants to focus and remember their names and expressions. Duration: 10 minutes.</p> <p>Source: http://www.okti.pl/narzedzia/icebreakers</p>
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	<p>Circle</p> <p>The participants count from one to two. They divide into two groups which create two circles: the inner and outer one so that each participant has one person in front. The facilitator gives a topic that the participants facing each other have to talk to (e.g. What was first: egg or hen?). The average talk time is about 1 minute. After the conversation has been made, the outer circle moves one person in a clockwise direction. Then the coach gives you another talk topic and the participants exchange information. Duration: 10 minutes. Source: http://www.okti.pl/narzedzia/icebreakers</p> <p>Magic hat</p> <p>Each participant writes his dream on a piece of paper (about 4 sentences). The trainer collects the paper in a magic hat and mixes them. After mixing the cards, everyone gets a dream and then tries to guess his owner. This exercise is for people who already know each other. Duration: 6-20 minute.</p> <p>Sketch</p> <p>Before you start the session, you need to prepare several bags with different things (e.g. spoon, toothpaste, pencil, tea, wood). Each bag should contain about 6 items.</p> <p>We divide the group into four subgroups. Each subgroup draws a bag, previously prepared by the trainer. The task of each group is to present the story / sketch which would include all items found in the bag. The use of items may be both literal as well as metaphorical. Interpretation is optional. Duration: 20 minutes.</p> <p>Source: http://www.okti.pl/narzedzia/icebreakers</p>
<p>Materials (what is necessary)</p>	<p>paper, hat, bags with various things, board, markers, pens, crayons, books, flora and fauna books, computer with internet</p>
<p>The other techniques (title, a short description, link), recommendations</p>	<p>Active reviewing – is based on an active analysis of own experience; it helps to engage people in learning from their experiences.</p>

Benefits for Participants

<p>How to work individually? (short description)</p>	<p>The capability of all students and their development potential should be taken into account in planning an i-Lab session. The application of the principle of individualization contributes to the inclusion of all participants in the educational process. Then each participant has the opportunity to express himself which is related to the individual approach and creating a safe atmosphere. In case of persons with disabilities, the course of the session should be adapted to the possibilities</p>
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	of a participant with a disability, taking into account: i-Lab space and change of furniture arrangement, lighting and proper support equipment such as magnifiers, printed instructions, ect..
How to work with the group? (short description)	Working in a group requires good communication skills, understanding and a sense of the processes that take place during the session. It is recommended to pay attention to conversation, exchange and feedback between the group, its individual members and the trainer. In the case when there are people with disabilities in the group, it is necessary to individualize tasks according to their needs. In this case, follow the instructions presented in How to work with the group.

The Results

Achieved goals	It is assumed that the following results are expected: <ol style="list-style-type: none"> 1. Development of creative thinking, creativity and ingenuity. 2. Engaging in the action of all participants, taking the initiative, activism and dynamism in decision-making. 3. Preparation of pre-school and school area projects as a learning environment with using nature as a tool for corrective and compensatory activities in working with children. 4. Good fun.
Work cards (if used)	Lack

The scenario is the result of the project:

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